

**Goal 2:**

**4-H will invest in youth and their future by providing equitable access and opportunity to all communities.**

*California*

## **On the Wild Side**

**Situation:**

At a time when test scores are scrutinized, science falls second to reading and math in the school day, especially in low-income communities where test scores often lag. Children who receive formal environmental education are likely to be from middle-income backgrounds where the economic and cultural barriers are negligible. While science education is being squeezed from elementary school curriculum, after-school programs with an academic focus are springing forth across the landscape, especially in economically disadvantaged neighborhoods. These programs are hungry for activities that promote learning in a non-formal context and create an ideal setting for teenage participation.

**Program Description:**

4-H has joined forces with the Sacramento START after school program and the Sierra Club to create On the Wild Side, a program to allow children from economically disadvantaged neighborhoods to learn about the environment and experience the excitement and wonder outdoor experiences provide. Eighty-one percent of Sacramento START students are ethnic and racial minorities, most of whom live in low-income families where education levels are minimal and often English is not the primary language. The project's success is tied to teens who serve as program planners, teachers, and evaluators for the weekend events.

Forty teenagers have been trained in *Project WILD* and *Project Learning Tree*, nationally tested environmental education curricula. The teen teachers then work with adult coaches to plan and deliver overnight camp experiences for the START students. Games, art, stargazing, lake exploration, and hikes introduce concepts like migration, ecosystems, interdependence and habitat. Teens encourage observation and question-asking, important foundations of science. The spirit and energy of the teenage staff creates a fun, engaging learning environment; they have proven very effective teachers and leaders.

**Stakeholder Satisfaction:**

Enthusiastic responses from Sacramento START personnel, teen teachers, young participants and program partners confirm the program's success. Now beginning its fourth year, additional funding has allowed for program expansion. On the Wild Side has served over 350 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade children through two- or three-day sessions. The retention rate of teenagers is exceptionally high, and they choose to recruit their friends, which testifies to their positive experience. A team of volunteers oversees On the Wild Side with guidance from the 4-H Youth Development Advisor.

**Accomplishments and Impacts:**

On the Wild Side has led to increased understanding about the environment for participants, meaningful civic engagement and feelings of empowerment for teens, and higher quality after school programs in low-income neighborhoods.

*Expanding Knowledge of the Natural World:* A pre-test is given to participants the week prior to their attending camp to assess their knowledge in the environmental concepts to be introduced, followed by a post-test at the end of camp. Additional data are collected through journals the children keep and a closing written evaluation. Data for all three years shows significant differences between pre and post-test scores. Children increase their vocabulary, grow in their knowledge of nature, and became familiar with plants and animals of the Sierra foothills. Data also show that children retain what they've learned from year to year. Concepts like ecosystem and population are complex, but young participants demonstrate understanding such systems. One boy wrote: "I saw a deer, a girl (female) because it did not have antlers. And it was not a baby because it did not have spots. Again I saw one run by. I learned that the more deer, the less habitat. But the more (mountain) lions, the less deer but more habitat for the next year." His conclusions illustrate his making sense of ecological relationships.

*Developing an Enthusiasm for Nature and the Outdoors:* For many participants, On the Wild Side opens eyes and minds to a world never before experienced. It is the first time for many children and their adult chaperones to sleep outside, paddle a canoe, or see a deer in its natural habitat. A variety of feelings accompany these experiences: excitement, wonder, fear, uncertainty, accomplishment. Some children describe being blindfolded on the trust walk as scary; others are hesitant to try the canoe. In the end, the children feel safe enough to take the risks and emerge more confident as a result of the experience. Youth experience their surroundings in new ways. As one girl wrote, "I enjoyed (the) Sound Around (activity) because you could hear different things like birds, bugs and other animals. My favorite place to listen was at the lake. The reason that I liked the lake is because most of the strange sounds were at the lake and the water sound was so beautiful..."

*Impact on Teen Teachers:* Teens are surveyed prior to beginning the planning process and observed throughout the events. They prove effective teachers and are observed not only giving activity directions, but asking probing questions to help children process what they were experiencing. Teens report growing in their presentation skills, their teamwork, and their own knowledge of the environment.

**Resource Commitment:**

On the Wild Side is funded by the Sierra Club Youth in Wilderness Project (\$29,800 over three years), the California Communities Program (\$8,000 over two years). Sacramento START contributed adult staffing for the outdoor living experiences.

**Collaborators:**

University of California Cooperative Extension (program coordination, evaluation); Sacramento START (teen teachers, students participants, adult supervision); Department of Fish and Game (*Project Wild* curriculum); Camp Fire USA (program volunteers, teen teachers); California Communities Project (graduate student intern) and Sierra Club (funding for wilderness events).

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**Base Program to which this program belongs:**

*Georgia*

## **4-H Scholarships Provide Aid to Families**

### **Situation:**

The voices of youth are heard every day as young people participate in youth serving programs. Through the collaboration of the Cooperative Extension Service and other local agencies, many opportunities are provided to young people which make a positive difference in almost every community every day. The 4-H organization is an excellent program for boys and girls in their communities because it provides so many opportunities for kids to participate and become involved in. However, for many families even the bare minimum cost to participate in some 4-H activities and/or events could eliminate kids where family resources are limited and guarded.

4-H summer camp is one of the few expensive 4-H programs that encompasses fun, education, personal enrichment and wholesome development of a young person. A fee that exceeds \$100 customarily proves to be out of reach for many families living in neighborhood housing communities and/or those receiving assistance from the Department of Family and Children Services (DFACS).

### **Program Description:**

To provide the opportunity for all youth in the 4-H program to take advantage of 4-H summer camp and similar opportunities, the Bibb County 4-H program implements a scholarship process which provides assistance through United Way agency funding, sponsorships and/or donations. Through this process youth with limited assets can participate in 4-H activities and/or events at little or no cost to the family.

### **Stakeholder Satisfaction:**

As a United Way Agency, with funds obtained through other means of local support – such as the Macon Housing Authority, the Georgia State Fair Association and private businesses, the Bibb County 4-H Club program offered a variety of opportunities to local youth at a discount. In addition to providing assistance scholarships to kids with special needs and families with limited resources, 4-H programs, activities & events are provided at a minimal cost to help make them affordable to all families.

### **Accomplishments and Impact:**

Through the local 4-H Scholarship Program and with the collaboration and assistance of the Macon Housing Authority, four students from a single parent family received full scholarships (100%) to attend and experience a week of summer camp at Tybee Island 4-H Center during the 2001 camping season. The four youth joined twenty-seven other Bibb County students and volunteers attending camp the week of June 18 - 22, 2001 – many of whom also received partial or full scholarships (minus a \$25 commitment fee). The mother of the family (as well as the 4-H students), was very excited about the opportunity and expressed much appreciation for the camping opportunity and experience. The family scholarship package was valued at \$560.00.

The students who did not receive scholarships also benefitted from a nominal camp cost of only \$140. The week of camp at Tybee Island was shared with other 4-H'ers from Murray and Twiggs Counties where camp fees for these students ranged in excess of \$200.

**Resource Commitment:**

Resources committed to the Bibb County 4-H Club program by the United Way of Central Georgia ranges in amounts from \$9,500 - \$12,500 annually. Additional sponsorships and donations vary according to special requests and program needs.

**Collaborators:**

Collaborators towards 4-H scholarships and additional program funding include:

- United Way of Central Georgia
- Macon Housing Authority
- Georgia State Fair
- Omega Psi Phi Fraternity, Inc.

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**Other Base Program Areas This Program Applies to:**

Family Development & Resource Management

Community Resource & Economic Development

Leadership & Volunteer Development

4-H/Youth Development

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*Georgia*

## **LEADERSHIP WORKSHOP**

**Situation:**

The opportunities for leadership development among our youth are limited to clubs during the school year, recreation leagues during the summer months, and activities in a few of the local churches. Therefore, a one-day summer leadership class was developed.

**Program Description:**

A one-day Leadership Workshop was open to all the 4-H members in grades 5-12 in Bacon County. The four main goals were:

- (1) Introduce our youth to members of the community that held leadership positions,
- (2) Allow the children time to listen to these leaders give insight into leadership qualities and to pass on wisdom they had gained,

- (3) Complete leadership activities that would expand and enhance their leadership abilities, and
- (4) Allow the 4-H'ers to actively tour some of the major businesses in our community.

The workshop began with a tour of the D.L. Lee and Sons Meat Packing Plant. This plant employees over 200 individuals in the community. It is one of our largest employers. The children took a tour of the plant and interviewed Karen McCarty to find out what the company looks for in hiring employees. Following this tour, the children were taken on a walking tour of the new courthouse complex that houses all county and city government offices. While touring the courthouse, the Chairman of the County Commissioners Eugene Dyal spoke about his job and what he had learned about leadership over the years.

He told them how important learning to speak in public was to further their goals in life. He gave marvelous examples of how he had learned what leadership qualities were necessary in his particular job. He stressed the importance of education and the many ways in which being active in 4-H could benefit their lifelong goals. After leaving his office, we proceeded to the city offices where the children met with Magistrates Court official, Sherry Tillman, and learned about the many different jobs handled within that office. The participants talked with local attorney Fred Kopp who shared his ideas about leadership and education. Then on the final part of the tour, City Manager Tom Deen spoke with the 4-H'ers about his job and the need to have certain qualities to accomplish the things necessary to keep a local government in operation from day to day. For lunch, the 4-H'ers were treated to pizza, drinks, and a 4-H cake compliments of the Alma Satilla REMC office. This office employees 85 people and is a regional office for the REMC covering nine counties. After a delightful lunch, the CEO of Satilla REMC, Robert Rentfrow, spoke to the children about leadership and how his participation in 4-H had made such a tremendous impact on his career. Mr. Rentfrow is a Master 4-H'er and believes in the power of 4-H in the lives of youth. At the conclusion of the tours, the 4-H'ers returned to the 4-H office and participated in several activities to bring all that they had seen and heard together. They were given hands on learning activities with scenarios and teamwork exercises to build on the ideas that they had learned while out in the community.

#### **Stakeholder Satisfaction:**

The adults involved liked the idea of the children "meeting" and "seeing" leaders in person. The evaluation from the children follows:

In the 4-H "Leadership Workshop" I have learned. . .	Almost Always or A Lot
1. To talk and listen when working within a group	81.2%
2. To help group solve problems	81.2%
3. To know it is ok for people to have different ideas	81.2%
4. That everyone on a team should try to understand each other by talking and listening	93.7%

5. To work with others to get the job done	87.5%
6. To know I have several choices when I make a decision	81.2%
7. To look at the good things and bad things about each choice when I make a decision.	75%
8. That after something is done to go back and think about what can be done the next time.	68.7%
9. To listen and try to understand what others say.	93.7%

### **Accomplishments and Impacts:**

Although the impact of such a workshop is difficult to measure, we believe that it can only serve to improve the leadership qualities of the young people involved. We also know it is necessary to continue to work on this area to reinforce the learning that took place. It will be interesting to follow the 4-H'ers who participated in the workshop to see what long term effects it will have on their young lives.

### **Resource Commitment:**

The only external cost was the donation of lunch by the REMC.

### **Collaborators:**

D.L. Lee and Sons Meat Packing plant  
 Bacon County Courthouse Offices  
 Chairman of the County Commissioners, Eugene Dyal  
 Alma City Manager, Mr. Tom Deen  
 Lawyer, Fred Kopp  
 Satilla REMC, Mr. Robert Rentfrow

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*Massachusetts*

## **Building Strong Partnerships and Creating A Voice For Youth**

### **Situation:**

The UMass Extension 4-H Youth and Family Development Program (4-H) staff has been committed to helping Holyoke, Massachusetts, a city with limited resources, high poverty rate and a large Latino population, progress towards a safer and more secure environment. There are many youth-serving organizations within the city dedicated to helping youth focus on productive, self-enhancing and community-building activities. Previously, the atmosphere

among the various youth service providers was one of competition, rather than collaboration, especially in securing external sources of funding for programs. In addition, there was not a collective voice for youth within the city to help guide decision-making with respect to youth programming.

**Program Description:**

4-H staff has established partnerships and fostered collaborations with and among many of the youth-serving organizations in Holyoke by sharing expertise in youth development and providing resources and support. Because 4-H is often perceived as an external and unbiased entity, 4-H Educators are uniquely suited to this task.

Additionally, the 4-H program evaluator provides technical assistance and consulting to youth-serving organizations. He assists youth service providers in designing and implement strategies that help their organizations enhance their programming and satisfy their stakeholders through more effective documentation of program impacts and achievements.

**Stakeholder Satisfaction:**

In September 2000, 7 representatives from 5 youth-serving organizations in Holyoke were interviewed to assess their satisfaction with 13 different initiatives in which 4-H had provided support, resources, programming and trainings such as leadership development, rocketry workshops, and computer linkages. A total of 159 youth (ages 8-16) and 31 adults (ages 17-25) were reached through these initiatives. Respondents rated the impact these initiatives had on their clients (no impact, a small or limited impact, or a large impact). Eight of the 13 initiatives were rated as having had "a large impact." The remaining 5 were rated as having had "a small or limited impact." Respondents also indicated how helpful 4-H had been in supporting their organization's work within the community on a scale from 1 to 5 (1= not at all helpful to 5 = extremely helpful). The mean for all 7 respondents was 4.25.

**Accomplishments and Impacts:**

The 4-H staff were catalysts in the establishment of the Holyoke Youth Task Force, which is currently comprised of over thirty different youth-serving organizations and city departments. The Youth Task Force coordinates a citywide effort to develop programs that support and empower youth, such as the Annual Holyoke Youth Summit. The Task Force has also secured funding that includes grant awards from the Department of Education to target youth violence, after school and summer programs.

In June 2001, 31 members of the Task Force were surveyed. Ninety-three percent believed the Task Force helped their organization reach their goals; 53% reported that the Task Force has been helpful in promoting collaboration and communication among member organizations; and 34% reported that the Task Force helped secure funding for youth programs in Holyoke. In addition, 86% of the respondents said they planned to participate on the Task Force "indefinitely," or for as long as they were professionally involved with youth in Holyoke.

Additionally, 4-H educators played a key role in establishing a voice for youth within the city through the formation of the Holyoke Youth Commission. The Youth Commission is comprised of approximately 15 youth from the City of Holyoke who meet weekly to identify critical issues and concerns that youth are facing and find ways to address these issues. Recently, the Youth

Commission organized a public forum to address concerns regarding statewide standardized testing requirements. They also helped to plan the Holyoke Youth Summit which led to the design and printing of a “Youth Vision Map” currently on display at City Hall.

In June 2001, youth from the Holyoke Youth Commission completed a questionnaire and 100% reported that they communicated better as a result of participating on the Youth Commission; 90% reported that they got along better with others; 90% believed that serving on the Youth Commission helped them become a leader in their community; and 80% believed that the Youth Commission helped them become a more confident person.

The Program Evaluator has worked closely with youth-serving organizations in Holyoke to design and implement evaluations. In progress are two, ongoing evaluations that document the longitudinal impact of an after school arts education program and a community-based, computer education initiative with 9 collaborating partners who operate community technology centers. The Program Evaluator also serves as a general evaluation consultant, providing evaluation education and tools to member organizations of the Holyoke Youth Alliance.

**Resource Commitment:**

USDA-Youth at Risk/MA State Strengthening Grant: \$50,000

**Collaborators:**

Holyoke Mayor’s Office, Holyoke Planning Department, Holyoke School Department, Holyoke Housing Authority, El Arco Iris, Nuestras Raices, Marken Properties, Girl’s Inc., Holyoke Boy’s and Girl’s Club, Holyoke YMCA, NEARIE School, Enlace de Familias, Holyoke Youth Service Corps, Holyoke Youth Alliance, Teen Resource Project, Holyoke Children’s Museum.

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**Base program areas to which this program applies:**

Community Resource and Economic Development;  
Leadership and Volunteer Development;  
and 4-H Youth Development

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*Maryland ,District of Columbia*

***Summer Adventures with 4-H & the Metropolitan Police Boys and Girls Club, Washington, D.C.***



**Situation:**

In May 2002, the St. Mary's County 4-H program was contacted by Ms. Shonda Sheppard, Director of Programs and Community Relations with the Metropolitan Police Boys and Girls Clubs, Washington, D.C. to provide 4-H curriculum and programs to enhance the educational efforts of their summer camping program. Why St. Mary's 4-H? Their camping facility, Camp Ernest W. Brown, is located in Scotland, Maryland in the southern part of St. Mary's County. The camp was acquired by the organization in the 1960's. Since that time, the Metropolitan Police Boys and Girls Club, Washington, D.C. has brought thousands of boys and girls to camp in St. Mary's County.

**Program Description:**

Nearly 1000 boys and girls and 50 counselors and staff participating in the Metropolitan Police Boys and Girls Clubs, Washington, D.C. summer camping program at Camp Ernest W. Brown, participated in the St. Mary's County 4-H program through involvement in educational programs, projects, and curriculum for eight (8) weeks in the summer of 2002. Specific curriculum, projects, and programs included Leadership Development, Nutrition Education, Theatre Arts, Entomology, and Bicycle Safety. Leadership Development sessions were held 4 of the 8 weeks with all 50 counselor and staff. Nutrition Education classes were held for over 600 youth. Nearly all of the youth participating in the camp participated in the Theatre Arts program. Nearly all of the youth participated in the Entomology program. All counselors completed a 6 hour Bicycle Safety training program. Program objectives included: 1) Use hands-on and real life examples to strengthen developmental skills, life skills, and creativity; 2) Provide opportunities for all youth to participate in the 4-H program; & 3) Provide opportunities for youth to learn about subject areas that interest them.

**Stakeholders Satisfaction:**

One extension educator and one program assistant, both representing the 4-H Youth Development program spent a total of .15% and .50% FTE respectively to the program for eight weeks. Two teen volunteers served a total of 100 hours during the eight weeks. Approximately 1000 youth ages 8-13 and counselors/staff ages 15-21 participated in a wide variety of activities and programs involving various 4-H curriculum.

**Accomplishments and Impacts:**

Approximately 1000 youth, counselors and staff, who belong to the Metropolitan Police Boys and Girls Clubs, Washington, D.C., participated in the Summer 4-H Activities Program held at Camp Ernest W. Brown located in St. Mary's County. Participating youth, counselors, and staff were instructed in a variety of areas that included Bicycle Safety, Nutrition Education, Leadership Development, Theatre Arts, and Entomology. Further more, all youth were introduced to the St. Mary's County 4-H youth development program. One hundred percent (100%) of program participants were minorities. Some program impacts are listed below: Fifty (50) counselors participated in four Leadership Development workshops. 100% of counselors participating in the Leadership Development training sessions increased their knowledge in leadership practices and positive methods for working with youth.

95% of counselors participating in the Experiential Learning workshops successfully lead a recreational activity with their peers. 90% of counselors participating in the Experiential Learning workshops successfully lead a recreational activity with their campers. 100% of counselors participating in the session on setting goals, set at least one personal goal for personal

improvement while at camp. 65% of counselors who set at the personal goal reported that they accomplished it while in camp. 100% of counselors participating in the Leadership Development session reported that the sessions helped them become better counselors and individuals. One comment from staff included: “Your work with the counselors has helped them focus on their responsibility of counselor and has improved the overall camping experience for the campers”.

Six-hundred and twelve youth participated in the Nutrition Education program. Lessons were given to youth on the Food Guide Pyramid, where youth learned about the basic food groups and the benefits of eating appropriate portions of food from each group daily. All youth played Food Jeopardy, which included fruit and vegetable games that taught them information from the Food Guide Pyramid. Youth also prepared meals using food modules using their new knowledge. 75% of all youth participating learned new information about food and the Food Guide Pyramid. 100% of the youth made a food wheel, which reinforced the food group portions and reasons why they need to eat from each group. 100% of the youth learned how to eat properly to help prevent future illnesses such as cancer, calcium deficiencies, and hardening of the arteries. 100% of the youth learned that exercise with a proper diet helps decrease fat build up in the body.

**Resource Commitment:**

This program was funded by the Metropolitan Police Boys and Girls Clubs, Washington, D.C.

**Collaborators:**

Ms. Shonda Sheppard, Director of Programs and Community Relations - Metropolitan Police Boys and Girls Clubs, Washington, D.C.

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**Base program areas to which this program applies:**

4-H Youth Development  
Leadership & Volunteer Development  
Nutrition, Diet and Health  
Community Resource & Economic Development

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*Maryland*

## **4-H in Europe and Korea**

**Situation:**

Children whose parents are serving in the US Army outside the continental United States (OCONUS) want to participate in the same type of activities that they did when they were in the US. With the help of Maryland Cooperative Extension and the USDA/Army Youth Development Project (AYDP), the US Army and 4-H has teamed up to provide one of those

“predictable services” OCONUS – 4-H Clubs for children and youth in grades kindergarten through 12.

**Program Description:**

Children in school age, middle school, and high school have regular opportunities to participate in out of school time programs. Recently these programs began offering 4-H at their centers. Children and youth complete surveys related to their interest areas, then Child and Youth Services (CYS) staff try to offer 4-H projects that reflect the children and youth’s interests. In order to compliment other youth development offerings, photography, citizenship, fine arts, and technology are standard projects at each 4-H Club.

**Stakeholder Satisfaction:**

11 school age and 4 youth programs have established 4-H Clubs OCONUS. These clubs meet at least 6 times a year for their business meetings and 6-8 sessions per project. Staff who work with the children and youth through the 4-H program offer project opportunities that are age appropriate and hands-on. The ethnically diverse staff helps to bring out the diversity of their own culture along with the culture of the children and youth. Children, youth and staff all enjoy working together and completing projects.

**Accomplishments and Impacts:**

With the help of Maryland Cooperative Extension and the AYD Project, many US children and youth living outside of the US have been able to participate in 4-H. They have learned life skills of learning to learn, making decisions, planning and organizing, and communicating with others. Youth have made a difference in their communities by

- Taking pictures of families and then helping to send them electronically to their families in the US,
- Teaching a creative arts project to children in the German schools,
- Community improvement through cleaning up and flower planting

They use their computer labs for more than playing games. They have applied what they have learned in 4-H and entered contest of other youth development organizations.

**Resource Commitment:**

The US Army and the Army Youth Development Project provided additional funds.

**Collaborators:**

Maryland Cooperative Extension, US Army Child and Youth Services, Army Youth Development Project.

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**Base program areas to which this program applies:**

4-H Youth Development  
Family Development & Resource Management  
Leadership & Volunteer Development

## 4-H Fun Zone Project

### Situation:

According to a report released in 2000 by the U.S. Commerce Department's Census Bureau, about 7 million children aged 5 to 14 are left in unsupervised self-care for an average of six hours per week. Studies show that these children are at higher risk of getting poor grades, being victims of crime, or participating in antisocial behaviors such as experimenting with tobacco, alcohol, drugs and sex. Although 91 percent of adults in a nationwide poll stated it's important to ensure access for children to after-school programs in communities, only 30 percent of children have access.

### Program Description:

In response to these concerns, the Michigan 4-H Youth Development program created the 4-H Fun Zone Project: Positive Youth Development During Out-of-School Time. This multi-county project involves MSU Extension staff and full-time VISTA members (Volunteers in Service to America) working with local partners to design, coordinate and evaluate out-of-school time programs in low-income communities for young people aged 5 to 19. The emphasis of these programs (which occur after school, on weekends and during the summer) is on enhancing positive youth development in these areas: positive values, social competencies, positive identity, safety and support (caring adults, fun and educational activities), service to learning and commitment to learning. The project offers children a safe place to be, along with opportunities to explore topics not taught in the classroom (such as food and nutrition, performing arts, conflict resolution, anti-tobacco use strategies, to name a few.) The goal of each project county is to annually involve a minimum of 50 to 100 youth during the school year and 50 to 100 youth during summer programming in ongoing. Each project county is also charged with recruiting, training, and providing ongoing support for community volunteers to support the project long-term.

### Stakeholder Satisfaction:

Sixteen counties were involved during the second year of the 4-H Fun Zone Project (which took place from April 2001 through March 2002), and this included 23 full-time VISTA positions that were provided to MSU Extension through a grant from the Corporation for National Service. Michigan State University has approximately 5 FTEs involved in the project through percentages of two full-time state 4-H program leaders, one full-time state level VISTA and percentages of full-time MSU Extension 4-H staff members providing overall leadership for local programming efforts.

During the four reporting quarters of the second year of the project, the following youth and volunteers were involved in out-of-school time programming:

	4/1/01-6/30/01	7/1/01-9/30/01	10/1/01-12/31-01	1/1/02-3/31/02
Youth involved	1,843	1,713	1,284	720
No. volunteers / hours contributed	182 vol. 2,575 hours	162 vol. 3,539 hrs.	136 vol. 2,773 hrs.	108 vol. 1,658 hrs.

**Accomplishments and Impacts:**

The 4-H Fun Zone Project emphasizes strengthening life skills and assets in youth participants in the areas of positive values, social competencies, positive identity, safety and support, service to others, and commitment to learning. A “4-H Youth Assets” pre- and post-survey is used with young people aged 10 and over to gauge change in these areas. In Tuscola County, 56 pre- and post-surveys were completed by youth in grades five and six and significant changes ( $p < .05$ ) were found in social competencies, commitment to learning, services to others, positive identity and positive values as shown in the graph below:

Across the state, these changes are taking place through activities where young people are:

- Demonstrating a passion for writing in X-Press Creative Writing Clubs (Clinton County);
- Learning about aerospace and the Civil Air Patrol through collaboration with Davis Aerospace Technical High School (Wayne County);
- Gaining an appreciation for fresh vegetables, fresh air and safe and environmentally sound gardening techniques (Ingham County and Luce County);
- Exploring caves, canoeing, kayaking and rock climbing (Mackinac County and Menominee County);
- Taking part in community service activities that feed the hungry, beautify neighborhoods, benefit wildlife and the environment, and involve the writing, directing and producing of public service announcements (Luce, Wayne, Grand Traverse, Mackinac and Clinton Counties)
- Connecting with youth in other countries through sister city programs and the 4-H Children’s Chinese Art Exchange with China (Isabella, Lenawee and Wayne County).

**Resource Commitment:**

During the second year of the 4-H Fun Zone Project, project counties reported that \$576,278 in in-kind and cash resources were devoted to program efforts.

**Collaborators:**

Each local 4-H Fun Zone project represents a variety of community collaborators – schools, local community centers and a variety of other private and public partners. At the state level, partners include the Corporation for National Service, the Michigan Department of Community Health and the MSU Department of Park, Recreation and Tourism Resources.

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**Base program area to which this program applies:**

Leadership and Volunteer Development  
4-H Youth Development

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## **4-H Creative Arts Program in Self Esteem Development**

### **Situation:**

Many Mexican citizens come to Chester County to work for the mushroom, dairy, livestock, and green industries, and for small businesses. As minority populations increase, assimilation of Mexican youth within the American culture is a priority and a culturally sensitive issue. Social educators suggest that it will be the youth who most influence the healthy assimilation of migrant and immigrant children, youth, and families (CYFAR 2001, San Diego California).

### **Program Description:**

Understanding the needs of the Mexican population of Chester County, Cooperative Extension 4-H staff developed a program for youth, partnered with stakeholders, and as a result, the program has taken on a life of its own within the community. Community members recognized the need to create educational partnerships and collaborations among service providers to nurture the Mexican migrant children, youth, and their families in the rural areas. The program is designed to develop self-esteem of individual youth and to foster individual and community esteem for families who maintain their cultural practices, traditions, and beliefs.

For the fifth consecutive summer, Penn State Cooperative Extension 4-H staff have teamed with 4-H alumni from Mexico (see Programs of Excellence, 2000), Chester County Migrant Education Program teachers, and local artists to deliver the *4-H Creative Arts Program in Self Esteem Development*. The program, available to Mexican migrant students in grades 5–8, has expanded to involve 4-H teens and 4-H alumni. The program offered in summer 2001 included a variety of culturally relevant activities:

- language and literacy exercises that foster character education
- photography
- 4-H Embryology Program
- 4-H "Friendship Bracelets" (through CYFERNet)
- armadillo and animal masks
- music by "Modern Mayan Productions"
- activities from Mexican communities
- 4-H Fair project

This traveling program is offered at different locations throughout the county. The following descriptions provide a flavor of the self-esteem building activities that are accomplished through exercises, presentations, and recognitions. For example, Mexican children and youth do not address adults with direct eye contact. Through morning and afternoon greetings, instructors reinforced greetings with individual handshakes, eye contact, and a "hello." Although a simple exercise, the youth used what they learned in communications with local artists.

In preparation for the 4-H Fair, teachers in the Migrant Education Program choose the armadillo for its animal theme, as it represents the self development of an individual. More than 25 Mexican migrant fifth grade students participated in the program. Students in grades 3 and 5 completed projects that were displayed at the 4-H Fair and at the Chester County Government Services Center during National Hispanic Awareness Month.

Also available to these migrant students is the 4-H embryology program. Poultry is native livestock to Mexican agriculture. The embryology program provides classroom teachers with fertile chicken eggs and incubators. Offered primarily to students in grades 3–5, the program not only develops an understanding of biology concepts but also helps students develop life skills. The 5th graders and their teen leader worked together to manage the equipment and turn the eggs. Observers indicated that the program created a stronger classroom community and the participants embraced a kindness, gentleness, and respect throughout the project.

**Stakeholder Satisfaction:**

The purpose of the program is to develop self-esteem of individual youth and to foster individual and community esteem for families who maintain their cultural practices, traditions, and beliefs. The agent committed nine days to this project. This program represents one component of a year long partnership with the Migrant Education Program. The *4-H Creative Arts Program in Self Esteem Development*, which began as a program to serve youth, has developed into a community effort that has enriched both the participants and the partners involved in the project.

**Accomplishments and Impacts:**

One measure of the success of this program is the increase in participation. More than 75 youth were involved in the 4-H program in summer 2002. The greatest impact of this program is the partnership 'tapestry' that continues to grow through a unique, culturally sensitive, educational coalition: CommUnity. This strengthened partnership has also resulted in the development of the Posada Navidena/Family Care Package program, an outgrowth of 4-H teen leadership activities and an expanding community network that helps meet the needs of Mexican families. Mexican migrant youth who participate in 4-H programs and in community leadership initiatives are serving as spokespersons, through newspaper stories and 21st century discussions, and they have participated in local-international 4-H programs.

**Resource Commitment:**

No external funds support the program.

**Collaborators:**

4-H teens, 4-H alumni, Master Gardeners, Chester County Migrant Education Program, CommUnity (an education coalition), local artists (Modern Mayan Productions, Esham Photography).

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**Base program areas to which this program applies:** (List those that apply)

Leadership & Volunteer Development  
Agriculture

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